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ABSTRACT

This document is part of a five-module training package to help employment and training service providers comply with the Workforce Investment Act (WIA) of 1998 and develop a one-stop training and employment services system. It consists of the participant workbook, trainer manual, and activity worksheets for a module on reviewing system-building progress and developing a blueprint for WIA transition. The training manual presents a detailed lesson plan that includes step-by-step instructions for using the following tools and techniques to deliver the module: presenting overhead slides; having participants complete exercises; writing information on flip charts; using small group discussions; and using full group discussion. The workbook activities and worksheets are designed to achieve the following objectives: (1) help local teams review their progress to date in developing one-stop systems; (2) help teams set goals and priorities for further system development during the training period; (3) review the WIA's requirements for

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one-stop systems; and (4) facilitate the launch or enhancement of a WIA transition team. The following are among specific topics covered: (1) basic features of local one-stop systems under the WIA; (2) the concept of tiered service delivery; (3) roles of specific local entities in one-stop systems; and (4) moving from networking to collaboration. (MN)

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Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building

Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition

Trainer Manual with Participant Workbook

Deborah Kogan, Vinz Koller, Richalene Kozumplik, and Mary Ann Lawrence

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Partnering for Quality under the Workforce Investment Act:

A Tool Kit for One-Stop System Building

Trainer Manual

(with Participant Workbook)

July 1999

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Partnering for Quality under the Workforce Investment Act:
A Tool Kit for One-Stop System Building

Module 1

Reviewing System-Building Progress and Developing a Blueprint for WIA Transition

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Trainer Manual

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Trainer Manual Guidelines

This manual provides a step-by-step approach to training on *Reviewing One-Stop System Building Progress.* This session is the first in a series of five training modules designed to help local workforce development agencies collaborate to improve customer services. The complete curriculum on *Partnering for Quality under WIA* includes:

- Module 1. Reviewing System-Building Progress and Developing a Blueprint for WIA Transition
- Module 2. Partnering and Organizational Change
- Module 3. Collecting and Using Customer Feedback
- Module 4. Designing a System for the Delivery of Integrated Services
- Module 5. Building a Process for Continuous Improvement

Each module has a series of companion products. In addition to this trainer manual, products developed for Module 1 on *Reviewing One-Stop System Building Progress and Developing a Blueprint for WIA Transition* include overhead transparencies and a student workbook.

The best place to start with this guide is to read it through once. The guide is designed to be easy to understand. Following are points for reading and using the guide.

> Sentences typed in ***bold italics*** are intended to be <u>said by the trainer to the group</u>.
>
> - Sentences with a bullet in front of them are <u>action items</u> that the <u>trainer needs to do</u>.

Icons on the left-hand side of the guide provide a visual view of the type of activity that is taking place. The Icon Key is provided below.

- Use overhead slide.

- Have participants complete exercise.

- Write information on flip chart.

- Use small group work/discussion.

- Use full group discussion.

Module 1. Reviewing One-Stop System Building Progress

- Write "Welcome" and your name and phone number on a flipchart at front of room prior to attendees arriving. Also include your e-mail address if you have one.

WELCOME! I'm glad you can all be with us today.

- Introduce yourself and give a brief description of your background and qualifications to lead this training module.

- Put on title overhead.

Welcome to the Training "Partnering for Quality Under the Workforce Investment Act. Our team is looking forward to working with you over the next _____ days/weeks/months to help your partnerships develop the skills and tools to develop the best possible One-Stop career center system for your area.

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Partnering for Quality Under the Workforce Investment Act

A TOOL KIT FOR ONE-STOP SYSTEM BUILDING

***Module 3: Collecting and Using Customer Feedback* will show you why customer feedback should be the foundation for designing a responsive service system and how to collect and analyze customer feedback to identify customer requirements.**

- Put on overhead 1-3.

Introduce Training Curriculum
Continued

- Module 4. Designing a System for the Delivery of Integrated Services.
- Module 5. Building a Process for Continuous Improvement.

1-3

- Briefly explain the content covered in modules 4-5

***Module 4: Designing a System for the Delivery of Integrated Services* helps you learn about different partnering models, identify opportunities for collaboration in the delivery of services to help customers find jobs, reengineer these services to meet identified customer requirements, and learn how to apply these tools to a variety of service functions.**

***Module 5: Building a Process for Continuous Improvement* will show you how to design and implement a continuous improvement process within a One-Stop system, including what tools to use to identify and analyze performance problems, how to establish and support process improvement teams, and how to apply continuous improvement tools to the collaboration process itself. This module will draws on the Malcolm Baldrige criteria and Simply Better resource materials.**

- Put on overhead 1-4.

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Partnering for Quality Under the Workforce Investment Act:
A TOOL KIT FOR ONE-STOP SYSTEM BUILDING

Module 1
Reviewing System-Building Progress and Developing a Blueprint for WIA Transition

This session will provide you with an overview over the goals of the Workforce Investment Act with regards to One-Stop system building and help you assess your own system building status.

- Put on overhead 1-5.

Session Objectives

- Understand One-Stop vision.
- Understand implications of the Workforce Investment Act.
- Review One-Stop system building progress.
- Launch the development of a WIA Memorandum of Understanding.
- Charter a transition team.

1-5

Module 1. Reviewing One-Stop System Building Progress

We are going to take a look at the One-Stop vision described in the Workforce Investment Act and what WIA expects of local partnerships.

We are going to let you self-assess the progress your local partnership has made towards reaching the goals set froth in the WIA.

Having done that will then allow you to set specific goals for the remaining five training modules.

The last activity in this module will be the chartering of a transition team that will participate in modules 2-5, implement the activities and develop the products that are part of the "Partnering for Quality under WIA"curriculum.

- Put on overhead 1-6.

One-Stop Vision

The vision of an integrated local workforce investment system has grown out of a careful analysis of the previous program-specific approach, which is characterized by:

- Fragmentation.
- Confusion of customers by a bureaucratic maze of programs and services.

1-6

Let's get started with a look at what the One-Stop vision entails and how it is different from business as usual.

- Use full group discussion.

- Before the bullets on "Fragmentation" and "Confusion of Customers" are displayed, ask participants to characterize the old system:

- Write their comments on flip chart.

- Click to show bullets on slide 1-6 or uncover them if you are using an overhead projector.

- Put on overhead 1-7.

System Transformation Goals

- Universal access for all customers.
- Integration of services across programs.
- Customer choice of services provided and modes of accessing services.
- Accountability through attention to customer results and continuous improvement.

1-7

What are the goals in the new system?

- Use full group discussion.

- Before the bullets are displayed ask participants to characterize the goals of the new system:

- Write their comments on flip chart.

- Click to show bullets on slide 1-7 or uncover them if you are using an overhead projector.

These goals are directly related to the content of the modules of this training:

1. ***"Universal access" for customers requires that more services be accessible to more customers. Without enhanced partnerships this goal will be a pipe dream. Our response to the universal access goal is module 2 (Partnering and Organizational Change)***

2. ***"Customer choice" requires that we know what the customer wants. Our response to the customer choice goal is Module 3 (Collecting and Using Customer Feedback).***

3. ***"Integration of services across programs" requires in most cases that services be re-engineered. This is the objective of Module 4 (Designing a System for the Delivery of Integrated Services)***

4. ***And finally, WIA mentions "Continuous Improvement" numerous time as the primary method to ensure and improve performance outcomes for the system. Module 5 is designed to provide the necessary tools to demystify the continuous improvement process.***

- Put on overhead 1-8.

A Seamless Workforce Investment System Requires:

- A partnership that benefits participating programs, service providers, and their customers.
- Strengthening existing partnerships and developing new ones.
- Identifying shared goals.
- Planning together to meet community needs.

1-8

You have been hearing a lot about creating a seamless system for customers. If we are serious about doing that, then these goals are really minimum requirements.

We are looking for win-win partnerships.

- Read slide 1-8.

- Put on overhead 1-9.

A Seamless Workforce Investment System Requires:
Continued

- Thinking about products and services from a customer perspective.
- "Wrapping services around the customer."
- Building on the expertise possessed by individual programs and service providers.
- Coordinated service delivery.
- An evolutionary process.

1-9

To allow us to know how customers want to be treated we need to change perspective and be able to look at the services we provide

from the perspective of our customers. This helps us to ensure that our programs meet their needs.

The customer perspective is also helpful when we are trying to find common ground among the many One-Stop partners – an essential ingredient on the way toward coordinated service delivery.

Of course this does not happen over night. It is an evolutionary process that is best supported by a continuous improvement program. More about that in Module 5.

- Put on overhead 1-10.

Features of Local One-Stop Systems under WIA

- One-Stop system is the primary service delivery model.
- Initiation or expansion of broad One-Stop partnerships.
- Service delivery in a tiered service system.

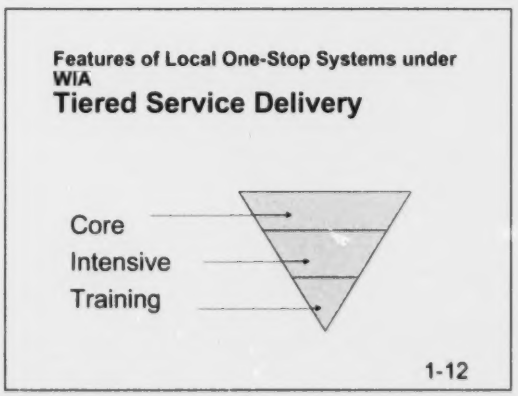
1-10

With the Workforce Investment Act the One-Stop Career Center system received a major legislative boost. WIA also specified a tiered service delivery system. The idea of such different service delivery levels had been around for a while.

- Put on overhead 1-11.

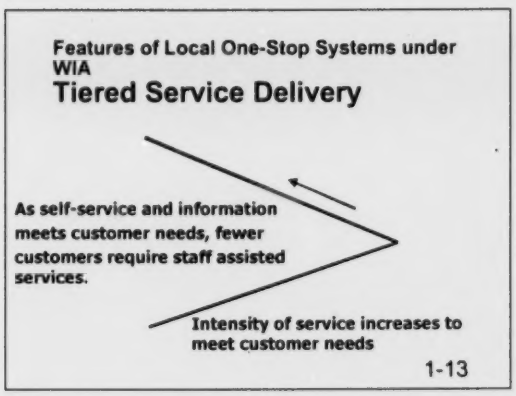
The original model showed us three tiers in a funnel shaped triangle with the majority of customers receiving self-service services, a smaller number receiving staff-assisted services such as job search workshops, and a much smaller number receiving intensive services, such as one-on-one counseling.

- Put on overhead 1-12.



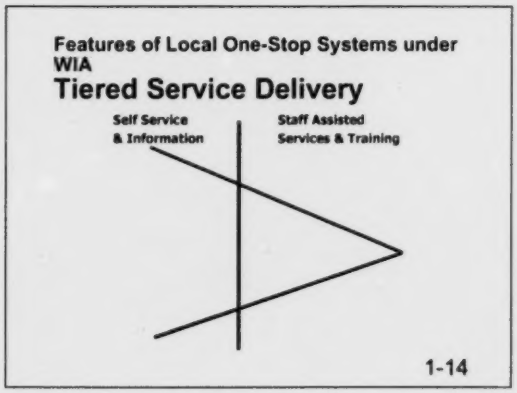
The model as it is described in WIA retains the three levels but renames them core, intensive, and training services. Core services are universally accessible and include such services as orientations or job search assistance. Intensive services include such services as comprehensive assessment and group and individual counseling. Training services include such services as on-the-job training and classroom training and basic or vocational skills.

- Put on overhead 1-13.


Features of Local One-Stop Systems under WIA
Tiered Service Delivery
As self-service and information meets customer needs, fewer customers require staff assisted services.
Intensity of service increases to meet customer needs
1-13

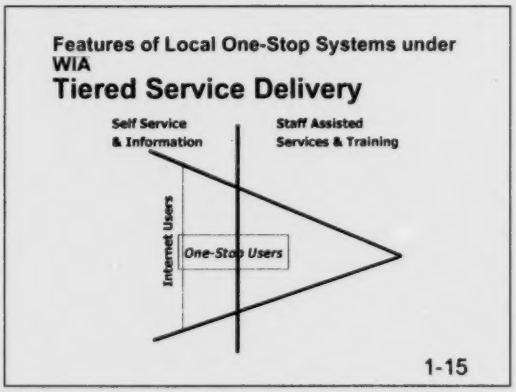
There is now a new modified model to describe service delivery under WIA that takes the triangle and turns it on its side. Again as the intensity of the services increases (from left to right), the number of customers needing that level of assistance decreases.

- Put on overhead 1-14.


Features of Local One-Stop Systems under WIA
Tiered Service Delivery
Self Service & Information
Staff Assisted Services & Training
1-14

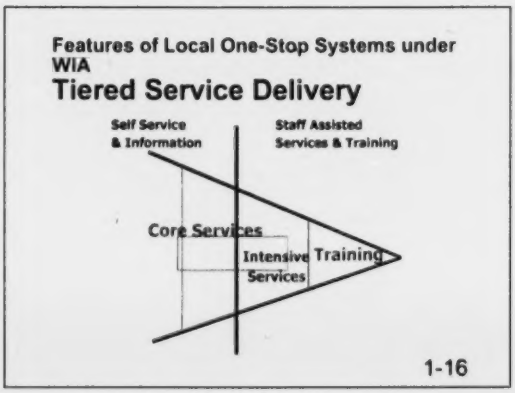
There is a basic distinction between self-service and staff assisted services.

- Put on overhead 1-15.



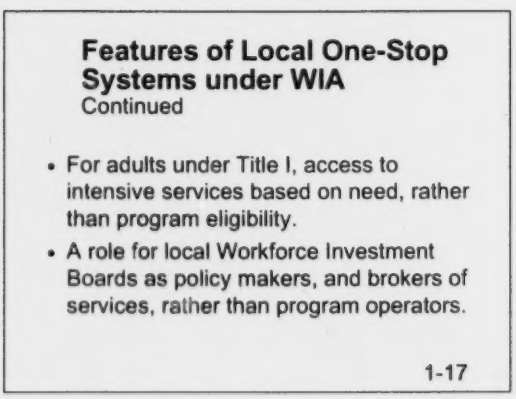
We also have some self-service users (on the left side) who access all services entirely through the Internet or a remote location (such as a counter in a public library). We have One-Stop users in all three areas of service intensity.

- Put on overhead 1-16.



This slide shows the three levels of service intensity and their relation to self versus staff assisted services.

- Put on overhead 1-17.


Features of Local One-Stop Systems under WIA
Continued
• For adults under Title I, access to intensive services based on need, rather than program eligibility.
• A role for local Workforce Investment Boards as policy makers, and brokers of services, rather than program operators.
1-17

As we continue contrasting features of the One-Stop system under WIA and service delivery under JTPA we discover that some of the most significant changes are in the area of:

- *Access to services for adults*

- *Roles played by local Workforce Investment Boards*

- Put on overhead 1-18.

WIA Calls for Broad Partnerships

- The Act calls for 15 -18 federally-funded programs to participate in planning and delivering local One-Stop services. *Refer to Activity Worksheet 1-A)*
- Additional human resource partners may be recruited at the local level.

1-18

Partnership is written right into the Workforce Investment Act. You will find that not everyone counts the mandated partners in the same way, thus the range of 15-18 partners. Nevertheless, the list encompasses the same programs.

- Refer participants to Activity Worksheet 1-A that lists all mandated partners and some optional partners as well. The handout also allows participants to list local organizations that represent the respective programs.

Use activity worksheet 1-A as a checklist to verify the completeness of your partnership. Now is a good time to contact any required partner that is not included in your partnership yet.

- Put on overhead 1-19.

WIA Prescribes Distinct Roles for Local Entities

- Local elected officials.
- Local workforce investment boards.
- Local One-Stop partners and their direct service delivery staff.
- Contracted One-Stop center operators and service providers.
- Public and private training vendors.

1-19

The next few slides describe the new roles for local entities under WIA.

- Put on overhead 1-20.

Roles for Local Entities

Local Elected Officials

- Appoint members of local workforce investment boards, following state criteria and subject to state certification.
- In partnership with the local board,
  - Develop the local workforce investment plan.
  - Oversee the local One-Stop delivery system.

1-20

For LEOs the role is similar to the role they played under JTPA.

- Put on overhead 1-21.

Roles for Local Entities

Workforce Investment Boards (WIBs)

- Develop and submit a local workforce investment plan to the governor.
- Identify local One-Stop partners.
- Develop a memorandum of understanding with One-Stop partners.
- Oversee the operation of the One-Stop delivery system.

1-21

The new Workforce Investment Boards (WIBs) are very different from the current PICs.

- Use full group discussion.

- Elaborate on differences. Ask for examples from the audience: In what way (does) will their WIB (future or present) differ from the PIC.

- Put on overhead 1-22.

Roles for Local Entities

WIBs Continued

- Designate or certify One-Stop operators.
- May award additional contracts for the provision of intensive services under Title I.
- Select providers of youth activities.
- Identify eligible local training providers and submit a list to the state.

1-22

- Read slide 1-22 and comment.

- Put on overhead 1-23.

Roles for Local Entities

One-Stop Partners

- Participate in developing a memorandum of understanding with the local WIB and other partners that describes:
  - The services to be provided through the One-Stop delivery system.
  - How the operating costs and service costs of the system will be funded.
  - Methods for referring individuals between the One-Stop operator and other partners.

1-23

What does WIA expect of partners? Their role has changed as well.

- Read slide 1-23.

- Refer participants to Activity Worksheet 1-B. This is an MoU development worksheet that contains the required and some optional sections of an "umbrella" MoU under the Workforce Investment Act.

Throughout the training we will refer to this MoU worksheet and you can use it as a companion document to begin preparing your WIA MoU.

- Put on overhead 1-24.

Roles for Local Entities

One-Stop Partners Continued

- Participate in the oversight and/or delivery of services to One-Stop customers, as described in the memorandum of understanding.
- If eligible, may be designated as a One-Stop operator, either as an individual agency or as a member of a consortium of at least three One-Stop partners.

1-24

- Read slide 1-24.

- Put on overhead 1-25.

Roles for Local Entities

Local One-Stop Operators

- Are selected by the local WIB through a competitive process; OR
- Are certified as a consortium of three or more One-Stop partners through an agreement with the local board; OR
- Are current operators "grandfathered in."
- Provide core and intensive services to One-Stop customers as described in the local memorandum of understanding.

1-25

- Read slide 1-25.

- Put on overhead 1-26.

Roles for Local Entities

Public and Private Training Vendors

- Are identified by the local WIB as being eligible to receive individual training vouchers according to state and local criteria.
- Must meet minimum acceptable levels of performance on an ongoing basis.

1-26

- Read slide 1-26.

- Put on overhead 1-27.

Implications for Local One-Stop System Planning

- Broad local discretion in the types and mix of services to be provided to local One-Stop customers.
- A variety of possible arrangements for the delivery of core and intensive services.
- A requirement for well-articulated linkages between services provided by One-Stop operators and other workforce investment activity providers.

1-27

What does all of this mean for your local One-Stop planning?

- Read slide 1-27.

- Put on overhead 1-28.

Implications for Local One-Stop System Planning
Continued

- Need for a collaborative planning process involving current and potential One-Stop partners to develop the local memorandum of agreement.

1-28

- Read slide 1-28.

- Put on overhead 1-29.

Upcoming Activities in this Session

- From Networking to Collaboration
- Review your One-Stop system-building progress.
- Launch your WIA MoU.
- Charter your transition team.

1-29

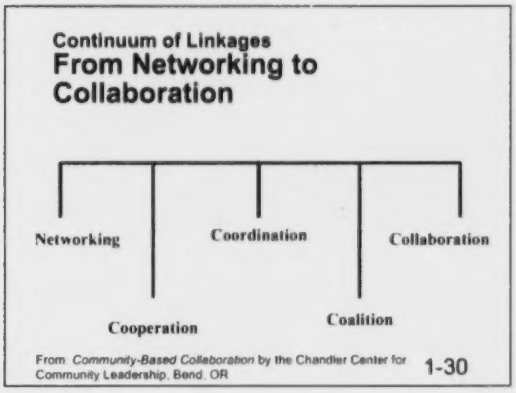
Here is a preview of upcoming activities in this module, now that we have reviewed the implication of the WIA on One-Stop system building.

- Describe upcoming activities as listed on slide 1-29.

We are often talking about partnerships, as if they were all of one kind and not realizing that there are many different levels of partnerships.

At the Chandler Center for Community Leadership at Oregon State University they have looked at partnerships in community development and they have come up with a very useful way of showing that not all partnerships are created equal. They have devised a continuum of partnership development from networking to collaboration.

- Put on overhead 1-30.



Visually this can be represented like this, a continuum from Networking to Collaboration.

- Put on overhead 1-31.

Networking

Purpose	*Structure*	*Process*
• Dialogue and common understanding. • Information clearinghouse. • Create base of support.	• Non-hierarchical. • Loose/flexible links. • Roles loosely defined. • Communication is primary link among members.	• Low key leadership. • Minimal decision making. • Little conflict. • Informal communication.

1-31

Let's look at the purpose, structure, and process of networking, the least involved of the partnership stages.

The networking stage corresponds to the level of information and personal exchange that might occur between acquaintances at a social gathering or "cocktail party."

- Put on overhead 1-32.

Cooperation or Alliance

Purpose	*Structure*	*Process*
• Match needs and provide coordination. • Limit duplication of services. • Ensure tasks are done.	• Central body of people as communication hub. • Semi-formal links. • Roles somewhat defined. • Links are advisory • Little or no new financial resources	• Facilitative leaders. • Complex decisionmaking • Some conflict. • Formal communication within the central group.

1-32

In cooperation or alliance, we are starting to get to know each other. This is often the level of partnering that occurs while One-Stop systems are being planned.

This might be the dating phase in a relationship.

- Put on overhead 1-33.

Coordination

Purpose	*Structure*	*Process*
• Share resources to address common issues. • Merge resource base to create something new.	• Central body of people consists of decision makers. • Roles defined. • Links formalized. • Group leverages/ raises money.	• Autonomous leadership but focus is on issue. • Group decision making in central and subgroups. • Communication is frequent and clear.

1-33

- Explain slide 1-33.

Continuing with our analogy, we have now decided to "go steady".

- Put on overhead 1-34.

Coalition

Purpose	*Structure*	*Process*
• Share ideas and be willing to pull resources from existing systems. • Develop commitment for a minimum of three years.	• All members involved in decision making. • Roles and time defined. • Links formal with written agreement. • Group develops new resources and joint budget.	• Shared leadership. • Decision making formal with all members. • Communication is common and prioritized.

1-34

- Explain slide 1-34.

We might call this the engagement phase. We develop a serious commitment here.

- Put on overhead 1-35.

Collaboration

Purpose	*Structure*	*Process*
• Achieve a shared vision. • Build interdependent system to address issues.	• Shared decision making. • Consensus used. • Roles defined. • Links are formal. • Resources and joint budgets are developed.	• High trust. • Ideas and decisions are equally shared. • Communication system is highly developed.

1-35

- Explain slide 1-35. Ask for examples of true collaboration from the audience.

This would then be the married state. We will need to have a shared vision and high trust if we want the marriage to work.

- Put on overhead 1-36.

Activity. . .
Is this Collaboration?

Activity 1-B:

- *Match collaboration levels to partnership activities using one of the three versions of activity 1-B*

1-36

- If time allows, do one of the three versions of activity 1-B to demonstrate and solidify understanding of the different levels of collaboration.

- Put on overhead 1-37.

Collaboration

- Is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve a common vision or common goals.

1-37

- Explain slide 1-37.

- Put on overhead 1-38.

Successful Collaboration

- Mutual respect and trust.
- Mutual understanding of goals/vision.
- Appropriate cross-section of participation.
- All members see it as in their self-interest.
- Members share a stake in process and outcome.
- Open and regular communications.
- Ability to compromise.
- Develop clear roles and policy guidelines.

1-38

If we assume that we are striving towards successful collaboration, let us define it features so that we know it when we see it.

- Review features on slide 1-38.

- Put on overhead 1-39.

Successful Collaboration
Continued

- Attainable goals and objectives.
- Shared resources.
- Flexibility.
- Adaptability.
- Balanced attention to short-term and long-term goals.
- Ability of partners to document and take credit (individually and collectively) for accomplishments of the partnership.

1-39

- Explain slide 1-39.

- Put on overhead 1-40.

One-Stop System Building: Progress Review

- *Determine where we are, before we try to establish where we want to go.*
- *Determine system building priorities.*
- *Determine whether partners agree on status and priorities.*

1-40

Let us now take a look at where you are in your local area on the path from the old system of service delivery to the vision as described by WIA.

We are doing this for the following reasons.

- Read slide 1-40.

- Refer participants to Activity Worksheet 1-C.

- Put on overhead 1-41.

Services to Individual Customers: Progress Review

- Set goals for the remaining four workshops.
- Set goals for the transition team.
- Help your partnership agree on status of system development and priorities for future activities.

1-41

In particular, we want to conduct a progress review to determine the status of your partnership's system building work in the four areas covered by modules 2-5.

It will also help your partnership prioritize future system building activities.

- Put on overhead 1-42.

Services to Individual Customers: Progress Review
The Elements

Components (corresponding to training modules; then detailed discussion on illustrations by stages of development)	Beginning	Developing	Implementation	Solidification	Mature
2) Developing broad One-Stop partnerships	1	2	3	4	H
3) Collecting and using customer feedback	1	2	3	4	H
4) Designing and implementing a system for the delivery of integrated services	1	2	3	4	H
5) Building a process for continuous improvement	1	2	3	4	H

1-42

These are the elements that we are reviewing together. As you can see, they correspond with modules 2-5.

- Put on overhead 1-43.

Services to Individual Customers: Progress Review:
The Stages

- Formative Phase: Partnership has discussed this issue but has not yet started planning.
- Planning Phase: Partnership is in the process of planning this component.
- Implementation Phase: This component has been fully planned and implementation is in progress or has already concluded.
- Manage/Sustain/Grow Phase: This component has been fully implemented. It now needs to be managed to be sustained and to grow.

1-43

- Explain the scale.

- Put on overhead 1-44.

Services to Individual Customers: Progress Review
Step by Step

- *Individually rate the stage of development of your partnership on Activity Worksheet 1-C*
- *In your team review the results of your rating and discuss diverging results.*
- *Attempt to reach consensus.*
- *Enter team rating on partnership rating sheet.*
- *Report out.*

1-44

- Explain how to complete the Activity Worksheet as indicated on slide 1-44.

- Have participants complete exercise.
- Allow 3 minutes for individual rating.

- Use small group work/discussion.
- Allow 5 minutes for group discussion.
- Allow 2 minutes for group rating.

- Use full group discussion.
- Allow each team to report back to the full group.
- Summarize the results of the system review. Indicate how partnerships might receive assistance in the areas they need.

- Put on overhead 1-45.

Services to Individual Customers: Progress Review

Set Training Goals and Ojectives

- *In your partnership group, review the expected outcomes for modules 2-5 using Activity Worksheets 1-D through 1-G.*
- *Check off those goals that have already been met. Discuss in your partnership.*
- *Add additional goals that fit within the general objective of the module.*
- *Determine which steps your partnership will take to prepare for the respective module.*
- *Report out.*

1-45

Worksheets 1-D through 1-G allow you to set training goals for specific modules based on the progress review you just completed.

- Explain how the partnership completes the Activity Worksheets 1-D through 1-G as indicated on slide 1-45.

- Ask each team to complete one goal setting worksheet each for one or two of the highest priority elements of the progress review of Collecting and Using Customer Feedback.

- Use small group work/discussion.

- Indicate the goals that your team would like to accomplish by the end of the implementation period (6 months).

- Indicate the next three steps the partnership will take to prepare for the implementation of this element.

- Use full group discussion.

- Allow each team to report back to the full group.

- Summarize the results of the goal setting activity.

- Depending on time, this might be a good time for a break.

- Put on overhead 1-46.

Memorandum of Understanding

- Is a stepping stone towards integration.
- Tests commitment.
- Formalizes relationships.
- Holds partners accountable.
- Helps prevent duplication.

1-46

MoU's are required under WIA to formalize partnerships. They are also a good idea for other reasons.

- Review the bullets of slide 1-46.

- Put on overhead 1-47.

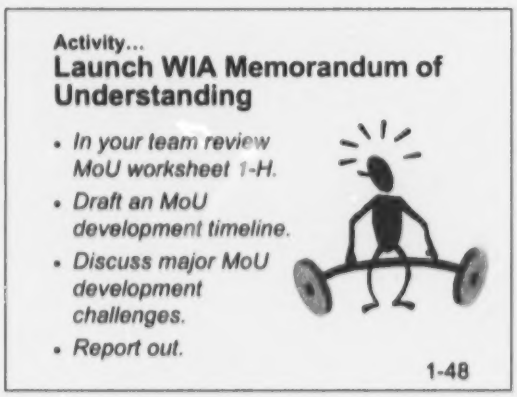
Memorandum of Understanding
Role under WIA

- Developed between the WIB and local One-Stop partners with the agreement of the CLEO through good-faith negotiations.
- Contains:
  - Services to be provided
  - Funding of those services
  - Methods of referrals between One-Stop operator and partners
  - Duration of MoU

1-47

- Describe the parameters of an MoU under WIA as indicated on slide 1-47.

- Put on overhead 1-48.


Activity...
Launch WIA Memorandum of Understanding
• In your team review MoU worksheet 1-H.
• Draft an MoU development timeline.
• Discuss major MoU development challenges.
• Report out.
1-48

- Introduce participants to Activity Worksheet 1-H
- In teams, review the MoU worksheets.
- Allow 3 minutes for review.

- Use small group work/discussion.
- Allow 10 minutes for group discussion to draft an MoU development timeline.
- Discuss major MoU development challenges.

- Use full group discussion.
- Allow each team to report back to the full group.

- Summarize the results of the report-out. Ask for clarification, answer questions and have teams assist each other to strategize on how to overcome challenges identified by teams.

- Put on overhead 1-49.

Chartering your Transition Teams

- Teams will participate in training modules 2-5.
- Teams will make recommendations in the areas of:
  - Partnering and Managing Change
  - Collecting and Using Customer Feedback
  - Designing Integrated Services
  - Continuous Improvement
  - Developing a WIA MoU

1-49

We are now ready to discuss chartering a transition team to take on the task of participating in the training modules 2-5 and to implement all the associated activities.

The transition team may consist of the same members as the team that is currently around your partnership table.

On the other hand, you may want to designate specific team members for the upcoming modules and you may want to expand the team to include new partners not currently included in your partnership.

- Go over slide 1-49

- Put on overhead 1-50.

Forming Transition Team

Establishing Team Parameters

- Provided by the group granting the authority to the team.
- Done through a team "charter."

1-50

Going through a chartering process for this transition team has several benefits: It establishes clear authority for the team and its members and it helps to define the work of the teams and enables them to begin their work more quickly.

- Put on overhead 1-51.

Forming Transition Team

Using Team Charters

Parameters Specified by Charterers

- Team topic title.
- Objective.
- Expectations (outcomes of deliverables).
- Guidelines to achieve expectations.
- Boundaries of authority.
- Resources available to accomplish tasks.
- Skills required (of process owner, members, leader, facilitator).

1-51

- Review each point on slide 1-51.
- Stress that these parameters will be defined by the chartering group or person.

The TEAM TOPIC TITLE should represent the general topic of the work to be done.

The OBJECTIVE of the team should describe in general what the team is expected to accomplish. An example would be: "to develop a process to provide quick, relevant job referrals that meets the needs of employers and job applicants."

EXPECTATIONS would include specific deliverables for the team to complete. Examples might include: a basic flow chart of the process, the identification of customer requirements and standards for both job applicants and employers, the identification of methods to streamline the process, new staff orientation of the process, and staff training on any new methods that are tested, implemented, and standardized.

GUIDELINES may include any federal, state, or local laws, regulations, or policies, and benchmark information from outside the organization.

BOUNDARIES of authority express the authority of the team to make decisions, make recommendations, or provide basic input.

RESOURCES AVAILABLE that are specified in a team charter may include human or financial resources, equipment, books/materials or supplies, or time to be specifically applied to the designated task.

SKILLS REQUIRED may include the designation of a person or persons to be the leader or facilitator of the team, assistance of a process owner, or additional training that will be available to the team.

- Put on overhead 1-52.

Forming Transition Team

Using Charters

Parameters Specified by Team

- Meeting time and place.
- Ground rules.
- Operating procedures.
- Next steps.
- Additional resources needed.

1-52

- Review each point of the overhead.
- Emphasize that these parameters are specified by the team members.

- Put on overhead 1-53.

Activity:

Charter Your Transition Team

- *Working in your Partnership teams, determine the membership (using Activity Worksheet 1-I) and team parameters that you will give to your "transition" team* (15 minutes)
- *Report out.*

1-53

- Refer participants to Activity Worksheet 1-I
- Review instructions for this activity.

First we need to determine membership of the transition team.

- Allow 5-8 minutes for completion of a roster of the transition team.

- Use small group work/discussion.

We can then refer back to Activity Worksheets 1-D through 1-G for specific objectives. On those worksheets you may want to elaborate on specific outcomes you expect from each module. Provide additional guidelines if you feel that they are needed.

- If teams require, allow them time to review the goals and expectations they listed on Activity Worksheets 1-D – 1-G.

- Allow teams to discuss boundaries of authority and resources needed for the transition team.

- Use full group discussion.

- Allow each team to report back to the full group.

- Summarize the results of the report-out. Ask for clarification, answer questions and have teams assist each other to strategize on how to overcome challenges identified by teams.

- Put on overhead 1-54.

Effective Teamwork

- Influences on effective teamwork include:
  - Environmental influences.
  - Team goals.
  - Defined roles of leaders and team members.
  - Team procedures.
  - Relationships among team members.

1-54

- Go over points on slide 1-54 and provide examples of each influence on effective team work.

- Put on overhead 1-55.

Effective Teamwork

Team Procedures - Well Functioning Team

- Decisions made by consensus.
- Efficient/task-oriented meetings.
- Emphasis on solving problems vs. fixing blame.
- Members participate in discussions/ meetings.
- Meeting minutes promptly distributed.
- Members listen well.
- Frequent feedback to individuals.
- Members are kept informed.
- Deadlines clearly established and agreed upon by the team.

1-55

This is the picture of a team you and I might want to be part of.

- Read and comment on slide 1-55.

- Put on overhead 1-56.

Effective Teamwork

Team Procedures - Poorly Functioning Team

- Decisions made by crisis.
- Decision-making dominated by one person.
- One way, top-down communications channeled through the leader.
- Minor points debated endlessly.
- Unproductive meetings with unresolved issues.
- Trivial versus significant issues covered in meetings.
- Actions taken without planning.
- Members work individually/ignore each other.
- Members are late for/absent from meetings.

1-56

This team on the other hand is the team that everyone wants to get away from. If a team you are part of, or a team you helped set up, exhibits these characteristics, it is time to address them one by one. In Module 2, we will learn in more detail, how setting certain ground rules can help prevent these issues from becoming a problem in your teams.

- Read and comment on slide 1-56.

- Put on overhead 1-57.

Homework Assignments

1-57

Don't forget your homework.

- Put on overhead 1-58.

Homework

- Charter your transition team.
- Invite additional partners as assigned.
- Gain commitment by partners to participate in planning process.
- Prepare for upcoming modules based on the progress review of this workshop.
- Forward relevant information on ongoing practices to your trainers, (i.e. customer feedback, continuous improvement, etc.)

1-58

- Thank those specifically who helped contribute to the session today.

- Thank everyone for coming.

- Wish them a safe trip home (if this is a stand-alone module), and tell them when and where they should be for the beginning of the next module.

SPR SOCIAL POLICY RESEARCH ASSOCIATES

Partnering for Quality under the Workforce Investment Act:
A Tool Kit for One-Stop System Building

Module 1

Reviewing System-Building Progress and Developing a Blueprint for WIA Transition

---

Participant Workbook

200 Middlefield Road, Suite 100
Menlo Park, CA 94025
Phone (650) 617-8625/Fax (650) 617-8630

SPR SOCIAL POLICY RESEARCH ASSOCIATES

Partnering for Quality Under the Workforce Investment Act

A TOOL KIT FOR ONE-STOP SYSTEM BUILDING

Introduce Training Curriculum

- Module 1. Reviewing System-Building Progress and Developing a Blueprint for WIA Transition.
- Module 2. Partnering and Organizational Change.
- Module 3. Collecting and Using Customer Feedback.

1-2

Introduce Training Curriculum
Continued

- Module 4. Designing a System for the Delivery of Integrated Services.
- Module 5. Building a Process for Continuous Improvement.

1-3

SPR SOCIAL POLICY RESEARCH ASSOCIATES

Partnering for Quality Under the Workforce Investment Act:
A TOOL KIT FOR ONE-STOP SYSTEM BUILDING

Module 1
Reviewing System-Building Progress and Developing a Blueprint for WIA Transition

Session Objectives

- Understand One-Stop vision.
- Understand implications of the Workforce Investment Act.
- Review One-Stop system building progress.
- Launch the development of a WIA Memorandum of Understanding.
- Charter a transition team.

1-5

One-Stop Vision

The vision of an integrated local workforce investment system has grown out of a careful analysis of the previous program-specific approach, which is characterized by:

- Fragmentation.
- Confusion of customers by a bureaucratic maze of programs and services.

1-6

System Transformation Goals

- Universal access for all customers.
- Integration of services across programs.
- Customer choice of services provided and modes of accessing services.
- Accountability through attention to customer results and continuous improvement.

1-7

A Seamless Workforce Investment System Requires:

- A partnership that benefits participating programs, service providers, and their customers.
- Strengthening existing partnerships and developing new ones.
- Identifying shared goals.
- Planning together to meet community needs.

1-8

A Seamless Workforce Investment System Requires: Continued

- Thinking about products and services from a customer perspective.
- "Wrapping services around the customer."
- Building on the expertise possessed by individual programs and service providers.
- Coordinated service delivery.
- An evolutionary process.

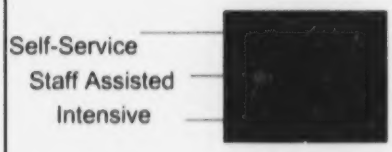
1-9

Features of Local One-Stop Systems under WIA

- One-Stop system is the primary service delivery model.
- Initiation or expansion of broad One-Stop partnerships.
- Service delivery in a tiered service system.

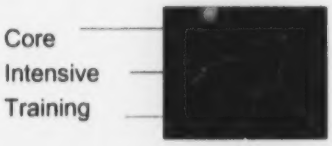
1-10

Features of Local One-Stop Systems under WIA
Tiered Service Delivery



1-11

Features of Local One-Stop Systems under WIA
Tiered Service Delivery



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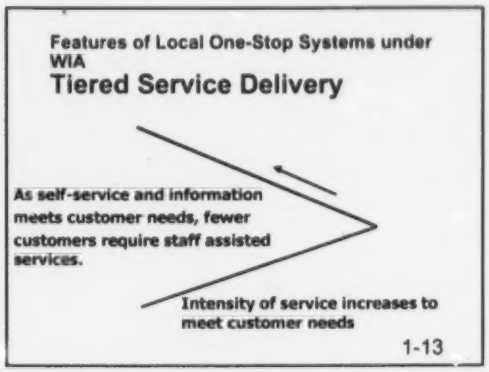
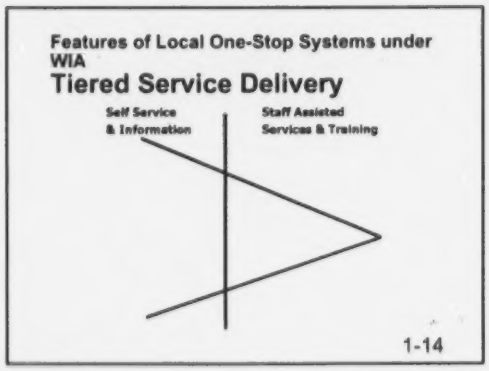
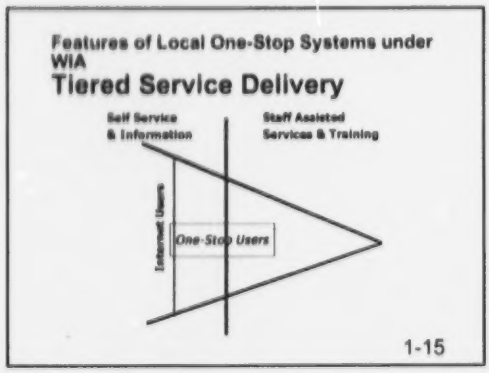

Features of Local One-Stop Systems under WIA
Tiered Service Delivery
As self-service and information meets customer needs, fewer customers require staff assisted services.
Intensity of service increases to meet customer needs
1-13


Features of Local One-Stop Systems under WIA
Tiered Service Delivery
Self Service & Information
Staff Assisted Services & Training
1-14


Features of Local One-Stop Systems under WIA
Tiered Service Delivery
Self Service & Information
Staff Assisted Services & Training
Internet Users
One-Stop Users
1-15

Features of Local One-Stop Systems under WIA

Tiered Service Delivery

1-16

Features of Local One-Stop Systems under WIA
Continued

- For adults under Title I, access to intensive services based on need, rather than program eligibility.
- A role for local Workforce Investment Boards as policy makers, and brokers of services, rather than program operators.

1-17

WIA Calls for Broad Partnerships

- The Act calls for 15 -18 federally-funded programs to participate in planning and delivering local One-Stop services. *Refer to Activity Worksheet 1-A)*
- Additional human resource partners may be recruited at the local level.

1-18

WIA Prescribes Distinct Roles for Local Entities

- Local elected officials.
- Local workforce investment boards.
- Local One-Stop partners and their direct service delivery staff.
- Contracted One-Stop center operators and service providers.
- Public and private training vendors.

1-19

Roles for Local Entities

Local Elected Officials

- Appoint members of local workforce investment boards, following state criteria and subject to state certification.
- In partnership with the local board,
  - Develop the local workforce investment plan.
  - Oversee the local One-Stop delivery system.

1-20

Roles for Local Entities

Workforce Investment Boards (WIBs)

- Develop and submit a local workforce investment plan to the governor.
- Identify local One-Stop partners.
- Develop a memorandum of understanding with One-Stop partners.
- Oversee the operation of the One-Stop delivery system.

1-21

Roles for Local Entities

WIBs Continued

- Designate or certify One-Stop operators.
- May award additional contracts for the provision of intensive services under Title I.
- Select providers of youth activities.
- Identify eligible local training providers and submit a list to the state.

1-22

Roles for Local Entities

One-Stop Partners

- Participate in developing a memorandum of understanding with the local WIB and other partners that describes:
  - The services to be provided through the One-Stop delivery system.
  - How the operating costs and service costs of the system will be funded.
  - Methods for referring individuals between the One-Stop operator and other partners.

1-23

Roles for Local Entities

One-Stop Partners Continued

- Participate in the oversight and/or delivery of services to One-Stop customers, as described in the memorandum of understanding.
- If eligible, may be designated as a One-Stop operator, either as an individual agency or as a member of a consortium of at least three One-Stop partners.

1-24

Roles for Local Entities

Local One-Stop Operators

- Are selected by the local WIB through a competitive process; OR
- Are certified as a consortium of three or more One-Stop partners through an agreement with the local board; OR
- Are current operators "grandfathered in".
- Provide core and intensive services to One-Stop customers as described in the local memorandum of understanding.

1-25

Roles for Local Entities

Public and Private Training Vendors

- Are identified by the local WIB as being eligible to receive individual training vouchers according to state and local criteria.
- Must meet minimum acceptable levels of performance on an ongoing basis.

1-26

Implications for Local One-Stop System Planning

- Broad local discretion in the types and mix of services to be provided to local One-Stop customers.
- A variety of possible arrangements for the delivery of core and intensive services.
- A requirement for well-articulated linkages between services provided by One-Stop operators and other workforce investment activity providers.

1-27

Implications for Local One-Stop System Planning
Continued

- Need for a collaborative planning process involving current and potential One-Stop partners to develop the local memorandum of agreement.

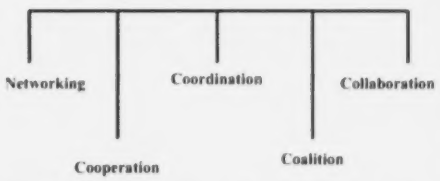
1-28

Upcoming Activities in this Session

- From Networking to Collaboration
- Review your One-Stop system-building progress.
- Launch your WIA MoU.
- Charter your transition team.

1-29

Continuum of Linkages
From Networking to Collaboration



From: *Community-Based Collaboration* by the Chandler Center for Community Leadership, Bend, OR

1-30

Networking

Purpose	*Structure*	*Process*
• Dialogue and common understanding. • Information clearinghouse. • Create base of support.	• Non-hierarchical. • Loose/flexible links. • Roles loosely defined. • Communication is primary link among members.	• Low key leadership. • Minimal decision making. • Little conflict. • Informal communication.

1-31

Cooperation or Alliance

Purpose	*Structure*	*Process*
• Match needs and provide coordination. • Limit duplication of services. • Ensure tasks are done.	• Central body of people as communication hub. • Semi-formal links. • Roles somewhat defined. • Links are advisory. • Little or no new financial resources.	• Facilitative leaders. • Complex decisionmaking. • Some conflict. • Formal communication within the central group.

1-32

Coordination

Purpose	*Structure*	*Process*
• Share resources to address common issues. • Merge resource base to create something new.	• Central body of people consists of decision makers. • Roles defined. • Links formalized. • Group leverages/ raises money.	• Autonomous leadership but focus is on issue. • Group decision making in central and subgroups. • Communication is frequent and clear.

1-33

Coalition

Purpose	*Structure*	*Process*
• Share ideas and be willing to pull resources from existing systems. • Develop commitment for a minimum of three years.	• All members involved in decision making. • Roles and time defined. • Links formal with written agreement. • Group develops new resources and joint budget.	• Shared leadership. • Decision making formal with all members. • Communication is common and prioritized.

1-34

Collaboration

Purpose	*Structure*	*Process*
• Achieve a shared vision. • Build interdependent system to address issues.	• Shared decision making. • Consensus used. • Roles defined. • Links are formal. • Resources and joint budgets are developed.	• High trust. • Ideas and decisions are equally shared. • Communication system is highly developed.

1-35

Activity. . .

Is this Collaboration?

Activity 1-B:

- *Match collaboration levels to partnership activities using one of the three versions of activity 1-B*

1-36

Collaboration

- Is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve a common vision or common goals.

1-37

Successful Collaboration

- Mutual respect and trust.
- Mutual understanding of goals/vision.
- Appropriate cross-section of participation.
- All members see it as in their self-interest.
- Members share a stake in process and outcome.
- Open and regular communications.
- Ability to compromise.
- Develop clear roles and policy guidelines.

1-38

Successful Collaboration
Continued

- Attainable goals and objectives.
- Shared resources.
- Flexibility.
- Adaptability.
- Balanced attention to short-term and long-term goals.
- Ability of partners to document and take credit (individually and collectively) for accomplishments of the partnership.

1-39

One-Stop System Building: Progress Review

- *Determine where we are, before we try to establish where we want to go.*
- *Determine system building priorities.*
- *Determine whether partners agree on status and priorities.*

1-40

Services to Individual Customers: Progress Review

- Set goals for the remaining four workshops.
- Set goals for the transition team.
- Help your partnership agree on status of system development and priorities for future activities.

1-41

Services to Individual Customers: Progress Review
The Elements

Components corresponding to training modules this planned increase or Boundless to stages of development	Transition	Planning	Implementation	Institutionalization	High Performance
2) Developing broad One-Stop partnerships	1	2	3	4	H
3) Collecting and using customer feedback	1	2	3	4	H
4) Transforming and implementing a system for the delivery of integrated services	1	2	3	4	H
5) Building a process for continuous improvement	1	2	3	4	H

1-42

Services to Individual Customers: Progress Review:

The Stages

- Formative Phase: Partnership has discussed this issue but has not yet started planning.
- Planning Phase: Partnership is in the process of planning this component.
- Implementation Phase: This component has been fully planned and implementation is in progress or has already concluded.
- Manage/Sustain/Grow Phase: This component has been fully implemented. It now needs to be managed to be sustained and to grow.

1-43

Services to Individual Customers: Progress Review

Step by Step

- *Individually rate the stage of development of your partnership on Activity Worksheet 1-C*
- *In your team review the results of your rating and discuss diverging results.*
- *Attempt to reach consensus.*
- *Enter team rating on partnership rating sheet.*
- *Report out.*

1-44

Services to Individual Customers: Progress Review

Set Training Goals and Ojectives

- *In your partnership group, review the expected outcomes for modules 2-5 using Activity Worksheets 1-D through 1-G.*
- *Check off those goals that have already been met. Discuss in your partnership.*
- *Add additional goals that fit within the general objective of the module.*
- *Determine which steps your partnership will take to prepare for the respective module.*
- *Report out.*

1-45

Memorandum of Understanding

- Is a stepping stone towards integration.
- Tests commitment.
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Memorandum of Understanding

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- Contains:
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  - Duration of MoU

1-47

Activity...

Launch WIA Memorandum of Understanding

- *In your team review MoU worksheet 1-H.*
- *Draft an MoU development timeline.*
- *Discuss major MoU development challenges.*
- *Report out.*

1-48

Chartering your Transition Teams

- Teams will participate in training modules 2-5.
- Teams will make recommendations in the areas of:
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  - Designing Integrated Services
  - Continuous Improvement
  - Developing a WIA MoU

1-49

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Establishing Team Parameters

- Provided by the group granting the authority to the team.
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1-51

Forming Transition Team

Using Charters

Parameters Specified by Team

- Meeting time and place.
- Ground rules.
- Operating procedures.
- Next steps.
- Additional resources needed.

1-52

Activity:

Charter Your Transition Team

- *Working in your Partnership teams, determine the membership (using Activity Worksheet 1-I) and team parameters that you will give to your "transition" team* (15 minutes)
- *Report out.*

1-53

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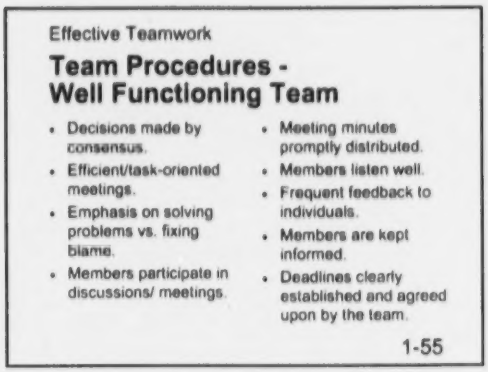
1-54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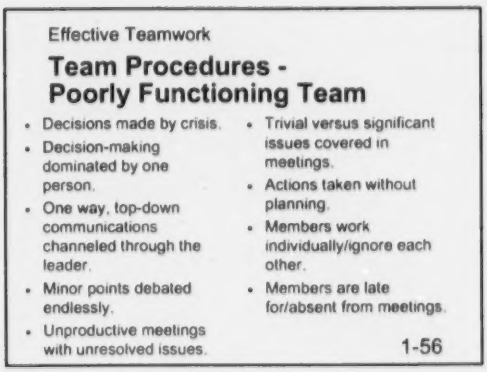
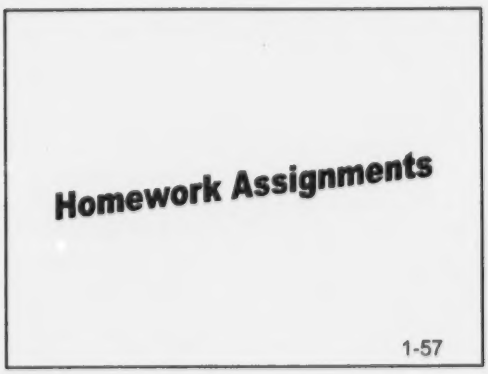
1-55


Effective Teamwork
Team Procedures - Poorly Functioning Team
• Decisions made by crisis.
• Decision-making dominated by one person.
• One way, top-down communications channeled through the leader.
• Minor points debated endlessly.
• Unproductive meetings with unresolved issues.
• Trivial versus significant issues covered in meetings.
• Actions taken without planning.
• Members work individually/ignore each other.
• Members are late for/absent from meetings.
1-56


Homework Assignments
1-57

Homework

- Charter your transition team.
- Invite additional partners as assigned.
- Gain commitment by partners to participate in planning process.
- Prepare for upcoming modules based on the progress review of this workshop.
- Forward relevant information on ongoing practices to your trainers, (i.e. customer feedback, continuous improvement, etc.)

1-58

Partnering for Quality under the Workforce Investment Act:
A Tool Kit for One-Stop System Building

Activity Worksheets

Module 1

200 Middlefield Road, Suite 100
Menlo Park, CA 94025
Phone (650) 617-8625/Fax (650) 617-8630

Exhibit 1-A

What Program Partners Must/May Be Included in One-Stop Workforce Investment Systems?

Required Programs	Locally represented by these partner organizations
Title I of WIA: Adult	
Title I of WIA: Youth	
Title I of WIA: Dislocated Worker	
Title I of WIA: Native American Programs	
Title I of WIA: Migrant and Seasonal Farmworker Programs	
Title I of WIA: Veterans Workforce Programs	
Title I of WIA: Job Corps	
Employment Service under Wagner-Peyser Act	
Title V of Older Americans Act	
State unemployment insurance (UI) programs	
Vocational rehabilitation programs	
State and local Welfare-to-Work programs	
Employment and training programs administered by HUD	
Community Service Block Grants	

Required Programs	**Locally represented by these Partner Organizations**
Adult education and literacy programs	
Post-secondary vocational education under Carl Perkins	
Trade Adjustment Assistance Act programs and services	
NAFTA Transitional Adjustment Assistance	

These organizations may join at local option:

Optional Programs	**Locally represented by these Partner Organizations**
• Food Stamp benefits program	
• Food Stamp employment and training program	
• Temporary assistance to needy families, funded through state block grants under federal TANF legislation	
• Local public and private education and training programs and providers	
• School-to-work partners, including K-12 education system, post-secondary education system, and employers involved in school-to-work or apprenticeship services	
• Local funders/providers of social services, including housing, utilities, health, mental health, and family services	
• Local welfare reform and welfare-to-work consortia	

• Local youth service agencies and youth-service systems	
• Local providers of services to businesses, including economic development agencies, chambers of commerce, business assistance units within state/local government or educational entities etc.	

Activity Worksheet 1-B (Version 1)
Levels of Collaboration Exercise

This activity is intended to illustrate:

1. The frustration customers and staff experience in a fragmented service system.
2. What type of interaction among One-Stop partner staff constitute which type of partnership.
3. How partner staff can move towards collaboration on the spectrum from networking to collaboration.

Preparation:

1. Using heavy duty colored paper (if available), create puzzle pieces by cutting the 8.5 x 11 sheets in two halves. Cuts need to be distinctive so that each puzzle piece has only one partner piece.
2. Tape the information contained in the table below to each puzzle piece.
3. Create as many puzzle pieces as there are participants in the room.

The activity:

1. Each participant is given a puzzle piece that fits with one other piece in the room.
2. Participants find their partner in the room.
3. Once they find their partner, they each read their half of the scenario.
4. Together they decide: (1) what level of partnering they are currently at. (2) how to move the level of partnering "up a notch" toward collaboration.

Place the **shaded** information from the table below on the front and back of the puzzle pieces as indicated:

Piece A	Piece B
Networking	
Front: **Job Service Job Matcher**	Front: **Job Developer for Training Provider**
Back: **Individual A:** You attend and actively participate in an Employer Services Network in your community sponsored by the local Chamber of Commerce. You work for the local Employment Service (Job Service) office conducting job matches for job seekers and employers. As a result of your work on the network you have met Individual B and have exchanged business cards.	Back: **Individual B:** You attend and actively participate in an Employer Services Network in your community sponsored by the local Chamber of Commerce. You work as a job developer for a training provider that helps place participants after they complete training. **Situation:** An employer has contacted individual A and individual A does not have an appropriate referral at this time. Individual A contacts individual B to see if B has any clients that might be appropriate for the job.

Cooperation or Alliance	
Piece A	Piece B
Front: **Community Task Force Member**	Front: **Family Caseworker for local Welfare Agency**
Back: **Individual A:** You are an active member of a community task force that advises the local elected officials on how to allocate youth funds provided by the state. The task force has built a formal client level referral network among youth service agencies. You represent a community-based organization (a Community Action Agency) that serves youth in Head Start, JTPA Summer Youth, and supportive services in the Outreach Department (HUD Section 8 housing, Food Pantry, Clothes Closet, Tutoring.)	Back: **Individual B:** You work as a family caseworker for the local welfare agency. You have been trained on how to make referrals to other youth-serving agencies. **Situation:** A 15-year old boy is a family member in a household receiving TANF (Temporary Assistance for Needy Families). This youth is interested in a summer job. Individual B refers the youth to Individual A.

Coordination or Partnership	
Piece A	Piece B
Front: **Employment Service Labor Exchange Specialist**	Front: **JTPA Caseworker**
Back: **Individual A.** You work for Employment Service (Job Service) doing labor exchange. Your agency is collocated with JTPA. In their shared site, ES and JTPA share the cost of the common areas, including reception, conference rooms, and classrooms. You have co-funded an orientation video for new customers. The local office is co-managed by an ES Local Office Manager and a JTPA Director. You belong to a team that reviews individual customer cases and collectively discusses individual service strategies.	Back: **Individual B.** You work for the JTPA agency in the same office as Individual A. **Situation:** A 47-year old dislocated worker signs up for a job match and no job is found in their field even after 42 days. The dislocated worker is anxious to stay in the same field but has decided that may not be an option. Individual A puts this worker's case on the agenda for the next interagency case management team meeting to discuss possible service strategies.

Collaboration	
Piece A	Piece B
Front: **Co-Manager of One-Stop Center**	Front: **Co-Manager of One-Stop Center**
Back: **Individual A:** You co-manage the local Career Development Center (One-Stop). You are paid by JTPA funds and work for a local non-profit agency. You formally supervise all local staff in the Center. You and your co-manager, the Employment Service Local Office Manager, have fully integrated the budgeting, process flow , and customer flow. **Situation:** Customer feedback has indicated overwhelmingly that there is a problem in customers getting phone calls returned in a timely manner.	Back: **Individual B:** You co-manage the local Career Development Center (One-Stop). You are paid by Wagner-Peyser funds and work for the State Employment Service as a Local Office Manager. You formally supervise all State Merit staff in the Center. You and your co-manager, the Employment Service Local Office Manager, have fully integrated the budgeting, process flow, and customer flow. **Situation:** Customer feedback has indicated overwhelmingly that there is a problem in customers getting phone calls returned in a timely manner.

Activity Worksheet 1-B (Version 2)
Levels of Collaboration Exercise

Please read the following situational "Networking" example. Answer the questions at the end and be prepared to discuss your comments with your team.

Profile: You are a Job Developer for a local One-Stop Career Center. Your job responsibilities and duties require you to attend and participate in community sponsored events such as a Chamber of Commerce "Mixer". The purpose is to meet and greet employers and other professionals who might have job leads or opportunities of employment for the customers of the One-Stop.

Situation: You are attending a Chamber event and have met several employment recruiters including Mr. Robert Smith, Senior Employment, from ABC Technologies, Inc. He informs you that his company is about to gear up to staff a new division with a potential workforce of over 125. He wants to know more about the One-Stop Career Center and how it might help his company.

1. **What would you tell Mr. Smith?**

2. **What would you do with this information?**

3. **What communication channels would you use to inform other co-workers at the One-Stop Career Center?**

Activity Worksheet 1-B (Version 3)
Levels of Collaboration Exercise

Please read the following situational example. Decide whether it is an example of Networking, Cooperation, Coordination, Coalition or Collaboration. Please explain why.

A program operating out of one agency provides state funds which leverages federal or additional dollars through a collaborating agency to be spent on the same program. All agencies share use of staff from each entity and jointly develop a service that none provided prior to the partnership. There is a formal contract defining roles and fiscal obligations between all agencies . All the agencies have decision makers who meet regularly and frequently regarding program issues. Although one agency takes the lead to assure that the program remains on track, group decisions are made by the decision makers from all the agencies and by the sub-group of assigned staff from each agency.

Partnership Name:	**Your Name:**	**Date:**
_____	_____	_____

Activity Worksheet 1-C
Progress Review of Integrated Services for Individuals

This review sheet will allow you to assess the progress your local partnership has made in developing integrated services for individual customers. Please review the questions below and indicate the stage of development of your partnership.

1) ***Formative Phase:*** Partnership has discussed this issue but has not started planning.

2) ***Planning Phase:*** Partnership is in the process of planning this component.

3) ***Implementation Phase:*** This component has been fully planned and implementation is in progress or has concluded.

4) ***Manage/ Sustain/Grow Phase:*** This component has been fully implemented. It now needs to be managed to be sustained and to grow.

Please also indicate in the right column, which of the system components you will be giving especially high priority over the next six months. Note: These components correspond to the planned training modules.

See attached examples as illustrations of stages of development.	Formative	Planning	Implementation	Sustain/ Grow	High Priority
1) Becoming familiar with One-Stop partners. **(Module 2)**	1	2	3	4	H
2) Collecting and using customer feedback. **(Module 3)**	1	2	3	4	H
3) Designing a system for the delivery of integrated services. **(Module 4)**	1	2	3	4	H
4) Building a process for continuous improvement. **(Module 5)**	1	2	3	4	H

Please comment on your specific development goals for the system components that you have rated as high priority above.

Guidelines for Completion of Activity Worksheet 1-C

The examples below are intended to illustrate the stages in the development of integrated services for individual customers of a One-Stop partnership.

2) Becoming Familiar with One-Stop Partners

Formative: Partners are aware of each other and are interested in forming closer ties.

Planning: Partners are meeting and planning strategies to increase their staff's familiarity with each other's programs.

Implementation: Partners are engaged in staff cross-training. Staff are learning about goals and objectives, products and services, eligibility requirements and target groups of partner organizations. Glossaries of terms are being developed. Interagency work teams are in place.

Manage/Sustain/ Grow: Partner staff are fully knowledgeable about each other. Cross staffing occurs.

3) Collecting and Using Customer Feedback

Formative: Customer feedback is not actively solicited. Partners are interested in starting a dialog.

Planning: Partners are meeting and discussing ways to collect customer feedback and how to use the results to improve services. A customer feedback system is being designed.

Implementation: Partnership has implemented a customer feedback system and is using the results to improve services. Several feedback collection processes are in place.

Manage/Sustain/Grow: System has been in place for several months. Collection processes are being streamlined. Feedback loop is closed and the response time for suggestions and complaints is being reduced.

4) Designing a System for the Delivery of Integrated Services

Formative: Individual customer still receive services in a fragmented system. Navigation for customers is complex. Partners are interested in consolidation.

Planning: Partners have begun to map their services to individual customers and to chart customer flow in an effort to plan for a seamless system.

Implementation: Customers are receiving services through One-Stop centers or their satellites. Receptions are integrated. Services are designed to meet customers' needs primarily. Which partner provides the service is of secondary importance.

Manage/Sustain: Seamless services have been in place for several months. Partners may be using customer feedback data and continuous improvement models to improve services and performance of the system.

5) **Building a Process of Continuous Improvement**

Formative: No continuous improvement process is in place. Partners are interested in starting a dialog.

Planning: Partners are planning for the implementation of a continuous improvement system. Continuous improvement teams are being formed.

Implementation: Partners are implementing a continuous improvement system. Continuous improvement teams are streamlining processes to eliminate non-value added work.

Manage/Sustain/ Grow: A spirit of excellence and continuous learning permeates the partnership.

Activity Worksheet 1-D
Training Goals for Module 2:
Partnering and Organizational Change

Expected Outcomes:

- ✓ A well functioning transition team.
- ✓ Develop a clear understanding of the services and service related terminology used by different partners.
- ✓ Establish procedures for documenting and sharing information on an ongoing basis.
- ✓ Build familiarity and trust among partners.
- ✓ Develop a service map of current services.
- ✓ Develop a menu of options for One-Stop center management structures and a recommendation to the policy body.

Additional Expected Outcomes:

- ❑ _____
- ❑ _____
- ❑ _____

Accomplished to date in this area:

_____
_____
_____
_____
_____
_____

Next steps to be taken in preparation of training:

1._____
2._____
3._____

Activity Worksheet 1-E
Training Goal Worksheet for Module 3: Collecting and Using Customer Feedback

Expected Outcomes:

- ✓ Develop a clear understanding of the customer feedback cycle.
- ✓ Learn methods to collect and analyze customer feedback.
- ✓ Explore how customer requirements impact program design, customer flow, staffing patterns, office lay-out.
- ✓ Develop a team action plan to begin designing/ refining your One-Stop Customer Feedback Process.
- ✓ Develop a recommendation for a customer feedback utilization policy to the policy body.
- ✓ A list prioritizing service redesigns in the transition to WIA based on current customer feedback.

Additional Expected Outcomes:

- ❑ _____
- ❑ _____
- ❑ _____

Accomplished to date in this area:

_____
_____
_____
_____
_____

Next steps to be taken in preparation of training:

1._____
2._____
3._____

Activity Worksheet 1-F
Training Goal Worksheet for Module 4: Designing and Implementing a System for the Delivery of Integrated Services

Expected Outcomes:

- ✓ Develop a clear understanding of the reengineering process.
- ✓ Reengineer one service process.
- ✓ A checklist for process reengineering needs and priority recommendations to the policy board.

Additional Expected Outcomes:

- ❑ _____
- ❑ _____
- ❑ _____

Accomplished to date in this area:

_____
_____
_____
_____
_____
_____

Next steps to be taken in preparation of training:

1._____
2._____
3._____

Activity Worksheet 1-G
Training Goal Worksheet for Module 5: Building a Process for Continuous Improvement

Expected Outcomes:

- ✓ Develop a clear understanding of the continuous improvement process.
- ✓ A list of potential performance standards for each One-Stop center.
- ✓ An inventory of current data collection methods and elements.
- ✓ A gap analysis for needed data that is not currently obtained.
- ✓ Develop a recommendation to the policy body to adopt a continuous improvement process.

Additional Expected Outcomes:

- ❑ _____
- ❑ _____
- ❑ _____

Accomplished to date in this area:

_____
_____
_____
_____
_____
_____

Next steps to be taken in preparation of training:

1._____
2._____
3._____

WORKSHEET
FOR A
MEMORANDUM OF UNDERSTANDING (MOU)
UNDER THE
WORKFORCE INVESTMENT ACT (WIA)

I. Purpose

II. Terms and Conditions

a. Duration

b. Revisions and Modifications

III. Partners

The local Board, with the agreement of Chief Local Elected Official(s) (CLEO's) for (area) have the mutual commitment and cooperation of the following partners in becoming a part of this MOU and operating the local One Stop system/center(s):

Required Programs	**Locally represented by these partner organizations**
Title I of WIA: Adult	
Title I of WIA: Youth	
Title I of WIA: Dislocated Worker	
Title I of WIA: Native American Programs	
Title I of WIA: Migrant and Seasonal Farmworker Programs	
Title I of WIA: Veterans Workforce Programs	
Title I of WIA: Job Corps	

Required Programs	Locally represented by these Partner Organizations
Employment Service under Wagner-Peyser Act	
Title V of Older Americans Act	
State unemployment insurance (UI) programs	
Vocational rehabilitation programs	
State and local Welfare-to-Work programs	
Employment and training programs administered by HUD	
Community Service Block Grants	
Adult education and literacy programs	
Post-secondary vocational education under Carl Perkins	
Trade Adjustment Assistance Act programs and services	
NAFTA Transitional Adjustment Assistance	

Optional Programs	**Locally represented by these Partner Organizations**
Temporary assistance to needy families, funded through state block grants under federal TANF legislation	
Local welfare reform and welfare-to-work consortia	
Food Stamp benefits program	
Food Stamp employment and training program	
Local public and private education and training programs and providers	_____ _____ _____ _____ _____ _____ _____

Optional Programs	**Locally represented by these Partner Organizations**
School-to-work partners, including K-12 education system, post-secondary education system, and employers involved in school-to-work or apprenticeship services	
Local funders/providers of social services, including housing, utilities, health, mental health, and family services	
Local youth service agencies and youth-service systems	
Local providers of services to businesses, including economic development agencies, chambers of commerce, business assistance units within state/local government or educational entities etc.	

IV. Services Provided

[Introductory paragraph]

a. Core Services

The following services are being made available through the One-Stop career center system to all customers:

Core Services	Description	Provided by	Funding Source
Eligibility determination			
Outreach, intake and orientation to services available			
Initial assessment of skills, aptitudes, abilities and supportive service			
Job search and placement assistance including career counseling			
Provision of employment data and labor market information			
Provision of performance information			
Employment referral			
Follow-up services			

b. Intensive Services

The following services are made available through the One-Stop career center system to those customers who have been unable to obtain employment through core services alone, have been determined to be in need of intensive services, or are employed but have been determined to be in need of intensive services to reach self-sufficiency.

Intensive Services	Description	Provided by	Funding Source
Comprehensive and specialized assessments			
Development of individual employment plan			
Group counseling			
Individual counseling and career planning			
Case management			
Short-term prevocational services			
Employment referral			
Follow-up services			

c. Training Services

The following services are made available through the One-Stop career center system to those customers who have been unable to obtain employment through core or intensive services alone, have been determined to be in need of training services, and have the skills and qualifications to successfully participate in a training program.

Training Services	Description	Provided by	Funding Source
Occupational skills training			
On-the-job training			
Programs combining workplace learning with classroom instruction			
Skills upgrading and retraining			
Entrepreneurial training			
Job readiness training			
Adult education and literacy			
Customized training for employment by specific employer			

d. Other Services

The following services are made available through the One-Stop career center system to further enhance employment opportunities of customers:

Other Services	Description	Provided by	Funding Source
[Supportive services]			

e. Employer Services

The following services are made available through the One-Stop career center system to employers to assist them in meeting their employment and workforce development needs:

Employer Services	Description	Provided by	Funding Source
Job Listing			
Job Matching			
Candidate screening			
Candidate testing			
Outplacement services			
Job analysis			
Information on: ❑ Work Opportunity Tax Credits ❑ Business development planning ❑ Labor market trends			
Workshops on: ❑ ❑			

V. Cost Sharing

[In this section your partnership may refer to a separate Cost Sharing Agreement that details such items as lease costs, maintenance of the technology infrastructure, etc.. This section could detail the methodology of cost allocation in broad terms]

Parties agree to the following cost sharing methodologies:

- ❒ Direct charge;
- ❒ Space percentage;
- ❒ Position percentage;
- ❒ Estimated use fee;
- ❒ Others:_____

A sample, allocation table may be used to reflect the methods for allocating cost at the site(s) or center(s):

Check the appropriate box:

Cost Item	Direct Change	Space %	Position %	Estimated Use
Rent				
Resource Room & Supplies				
Telephone				
Data Lines				
Equipment Maintenance				
Other				

VI. Referral Of Customers

[In this section your partnership may describe how customers will be referred for appropriate services and activities between and among the One-Stop operator and One-Stop partners. Please attach referral forms or detailed procedures as attachments to this MoU]

Referral method	Description
In person	
Using referral card	
Via telephone	
Via e-mail	
Via shared case management system	

VII. Optional sections

Performance Accountability

[Insert description of performance accountability system and performance indicators here]

Core measures for performance might include:

- ❒ Completion rates
- ❒ Percentage of participants obtaining unsubsidized employment
- ❒ Percentage of participants obtaining training related employment
- ❒ Wages at placement
- ❒ Job retention for participants completing training
- ❒ Customer satisfaction rate.

Others:

- ❒ # of visits to One-Stop Center.
- ❒ # of visits to online resources via the Internet.
- ❒ Market share of total area employers.
- ❒ Reduction in public aid cases.
- ❒ _____

Customer Satisfaction

*[In this section the partners may insert the customer satisfaction principles developed by the partnership during **Module 3, Collecting and Using Customer Feedback**]*

Continuous Improvement

*[In this section the partners may insert the continuous improvement principles developed by the partnership during **Module 5 Developing a Process for Continuous Improvement**]*

Technology Infrastructure

[In this section the partners may describe how they will share their technology infrastructure to further the goals of the partnership.]

Capacity Building

[In this section the partners may describe the principles of their capacity building efforts to further the goals of the partnership.]

Marketing

[In this section the partners may describe the joint marketing efforts to further the goals of the partnership.]

Site Management

[In this section the partners may describe how they will share management responsibilities at the One-Stop centers in their area.
Management options:

- ❒ Single Manager
- ❒ Dual Managers
- ❒ Team Management

[Describe the method, the procedures by which the manager(s) or management team are selected and the responsibilities of the team.]

VIII. Provisions

Dispute Resolution

Indemnification

Audit

Non-Discrimination Clause

Governing Law

Unenforceable Provisions

Confidentiality

Activity Worksheet 1-I
Select a Transition Team

1. Work with the members of your local partnership.
2. One transition team per center with representation from as many partners as possible.
3. Determine the 6 to 10 members that you will charter for this team.

Name	Agency	Source of Funding	Site	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				